|  |
| --- |
| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  **CT.3.2.1.3** Round three- and four-digit numbers to the nearest hundred and thousand using place value models, number lines and number patterns.  **CC.3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.  **CT.3.2.1.4** Represent three- and four-digit numbers up to ten thousand in expanded forms such as 5,472 = (5 x 1,000) + (4 x 100) + (7 x 10) + (2 x 1) and regrouped forms such as 5,472 = (4 x 1,000) + (14 x 100) + (6 x 10) + (12 x 1). Use the forms to support computational strategies.  **CC.3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  **CT.3.2.2.12** Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies, including models.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction  **CT.3.2.2.13** Create and solve addition and subtraction word problems by using place value patterns and algebraic properties (commutative and associative for addition).  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction  **CT.3.2.2.16** Use a variety of estimation strategies to determine and justify the reasonableness of an answer to a computation or word problem involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CT.3.4.1.2** Collect and organize data that answer questions using diagrams, charts, tables, lists, pictographs, bar graphs and line plots.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.  **CC.3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.  **CT.3.4.2.3** Analyze data that have been collected and organized in order to draw and defend conclusions based on the data.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.  **Ten Minute Math ONLY**  **CT.3.1.2.4** Describe mathematical relationships and situations involving computation of whole numbers (addition, subtraction, multiplication and division) using words, symbols, open number sentences and equations. For example: 56 + ⁬ = 100 and 3 x 5 = 9 + 6. (Counting Around the Class)  **CC.3.OA.3**. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  **CC.3.OA.4.** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ⁬ ÷ 3, 6 × 6 = ?.  **CC.3.OA.5** Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by multiplying 3 × 5 = 15 then multiplying 15 × 2 = 30, or by multiplying 5 × 2 = 10 then multiplying 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)  **CC.3.OA.6** Understand division as an unknown-factor problem. For example, divide 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **CT.3.2.2.10** Recall the multiplication and division facts for one, two, three, four, five and ten. (Counting Around the Class)  **CC.3.OA.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, *describe a context in which a total number of objects can be expressed as 5 × 7.*  **CC.3.OA.2**. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*  **CC.3.OA.3**. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  **CC.3.OA.4.** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ⁬ ÷ 3, 6 × 6 = ?.  **CC.3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By end of Grade 3, know from memory all products of one-digit numbers. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  CT.3.2.1.1 Locate, label, compare and order whole numbers up to 10,000 using place value models, number lines and number patterns (including multiples of 100 and 1,000).  CT.3.2.1.2 Identify the number that is 100 and 1,000 more or less than a given number up to 10,000 using place value models, pictures and number lines.  CT.3.2.2.15 Determine when an estimate for a problem involving two- and three- digit numbers is appropriate or when an exact answer is needed.  CT.3.2.2.17 Determine when a strategy will result in an overestimate or an underestimate in problems involving two- and three- digit numbers.  CT.3.4.1.1 Pose questions that can be used to guide data collection, organization, and representation. |
| **CCSS but not GLE’s**  **CT.4.2.2.15** Solve contextual problems involving addition and subtraction of whole numbers using a variety of methods, including writing appropriate number sentences (equations) and explaining the strategies used.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CT.2.4.1.2** Collect and systematically organize and represent data that answer questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. |